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Teachers  
College

# The Teachers College of Indianapolis

Twenty-ninth Year  
1910 - 1911

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THE WILLIAM N. JACKSON MEMORIAL BUILDING  
The Teachers College of Indianapolis

# Twenty-ninth Year of the Teachers College of Indianapolis

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1910-1911

ACCREDITED BY THE INDIANA STATE BOARD OF  
EDUCATION IN CLASSES A, B AND C,  
JUNE 21, 1907.

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**THE WILLIAM N. JACKSON MEMORIAL BUILDING**  
**Twenty-Third and Alabama Streets**  
**== INDIANAPOLIS, INDIANA ==**



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Free Kindergarten and Children's Aid Society**

**1910-1911.**

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Principles of Teaching, Primary Methods.

EDITH D. SURBEY, A. B.

Primary Methods.

CHARLOTTE E. P. GARDINER.

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Biology, Physiography.

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Director of Latin and German.

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Mathematics, History, and Civil Government.

PROF. J. H. WOODRUFF.

Penmanship.

JULIA FRIED WALKER.

Methods for Rural Schools, Mathematics and School Organization.

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Physics and Chemistry.

HARRIET E. TURNER, M. D.

The Teaching of Sanitation and Preventive Medicine in the Public Schools.

MARTHA B. CRILEY.

Public School Music.

RODA E. SELLECK.

Public School Drawing.

RUTH PATTERSON.

Clay Modeling, Drawing, and Construction Work.

ANNA FERN.

Textile and Fiber Work, Public School Sewing.

GRACE M. NOURSE.

Kindergarten Methods.

HELEN WALLICK.

Kindergarten Methods.

EDITH D. WACHTSTETTER.

Stories and Games.

ALICE BUCHANAN.

Bookbinding and Construction Work.

JENNIE RAY ORMSBY, Emerson School of Expression,  
Boston.

Reading and Expression, and Physical Culture.

MARY ECKMAN, SECRETARY.

ALMA M. BECKMAN and EDNA BROWN FLEMING.

Assistants in Administration Department.

SADIE JENNINGS, Clerk.

EDITH FOUNTAIN, Librarian.

JOSEPHINE McDOWELL.

Pianist, and Assistant in Department of Music.

GRACE E. DeVERE.

Assistant in Story and Kindergarten Methods.

#### TUTORS.

MARY SCHELL.

Assistant in Construction Work.

OPAL HAWKINS.

Assistant in Primary Methods.

FELLOWSHIPS—Alice Puddefoot,  
Elizabeth Downhour,  
Hazel Lapinska.

#### LECTURE COURSES FOR SEASON 1910-1911.

WM. N. HAILMANN.

Educational Problems.

GEORGE H. TAPY, A. M., Head of Educational Department,  
Wabash College.

Course of five lectures on "The Educative Process."

STANLEY COULTER, PH. D., Dean Department of Science,  
Purdue University.

Monthly lectures in Biology.

W. W. CRILEY, D. D.

A course of ten lectures on "Ethics."

MARIE RUEF HOFER.

Kindergarten, Playground and Folk Songs and Games.

## Calendar, 1910-1911

September 1, Thursday—First Faculty Meeting.

September 7, Wednesday—Registration and assignment of work—all departments.

September 8, Thursday—Instruction begins.

September 12, Monday—Private Kindergarten and Primary Grades re-open.

September 19, Monday—Free Kindergartens and Primary Practice Classes re-open.

October 20, Thursday—Mothers' Clubs Classes and Girl's Friendly Clubs re-open.

October 28, Friday—Domestic Training Courses re-open.

November 1, Tuesday—Normal Classes for Mothers re-open.

November 3, Thursday—Sunday School Workers' Classes re-open.

November 24 to 28—Thanksgiving recess.

December 22 to January 3—Christmas Recess.

January 4, Wednesday—New students enter for mid-year classes.

February 23, Thursday—Mid-year Commencement.

Five groups in Class A work will be formed as follows:

On March 15, April 12, May 17, May, 24, and June 1st.

Class B will be formed on March 15 and April 12.

Students may enter for Classes A and B on October 5.

On March 15, April 5, April 12, May 3, May 17, May 24, June 1, June 15, and July 5, special classes are formed for experienced teachers for six and twelve weeks' study. Experienced teachers desiring twelve weeks' work cannot enter later than June 1, unless such teachers return when the College re-opens in September.

May 6, Saturday—Domestic Training Schools close.

May 27, Saturday—Annual Free Kindergarten Play Fest.

May 31, Wednesday—Free Kindergartens and Primary Classes close.

June 9, Private Kindergarten and Primary Classes close.

June 18, Sunday—Baccalaureate Sermon.

June 19, Monday—Class Day Exercises.

June 22, Thursday—Commencement.

June 22—Alumnae Meeting and Banquet.

## EXPENSES.

### KINDERGARTEN DEPARTMENT.

A limited number of free scholarships may be granted each term in this department. The number of full free scholarships has been limited to twenty-five per year.

Partial Scholarships may be obtained for \$25 per year and \$10 Entrance Fees for each year.

Tuition for other students, per year.....	\$60.00
Entrance fee, first year, paid scholarship.....	10.00
Entrance fee, first year, free scholarship (full).....	15.00
Entrance fee, second, third and fourth years respectively, paid scholarship .....	10.00
Entrance fee, second, third and fourth years respectively, free scholarship .....	10.00
Graduation fee .....	3.00
Diploma .....	3.00
Tuition, Mothers' Classes, per term of 12 lessons...	6.00
Tuition, Sunday School Workers' Classes, 15 lessons	7.50
Tuition, Nursery Governesses' Classes, per term of 6 months .....	25.00

A Free Scholarship may be granted in the class for Nursery Governesses for one year's practice in the Free Kindergartens and the payment of \$5.00 entrance fees.

Tuition, Nursery Maids' Classes, per term of 10 lessons .....	2.50
Tuition, Private Kindergarten, for children from 2 to 6 years of age, per week .....	.75

(An additional charge of 25 cents per week will be made in the case of those children who reside more than five squares from the building, and for whom a Kindergartener is sent.)

Tuition, Connecting Class, per week.....	.75
First year, Primary Grade.....	.75
Second and third year, Primary Grades....	.80

### SPECIAL ACCREDITED CLASSES.

Tuition, Class A, 12 weeks .....	20.00
Class B, 24 weeks .....	40.00
Class C, 3 years' course, per year.....	60.00
Tuition for six weeks' course .....	12.00
Graduation fee, Class C .....	3.00
Diploma, Class C (three years' course) .....	5.00
Two-years' course for teachers of District and Town Schools, per year .....	60.00
Graduation fee .....	3.00
Diploma .....	3.00
Entrance fees in the 2 and 3-year accredited courses:	
First year .....	10.00

Second and third year, each .....	10.00
Third and fourth years—Student-directors of Kindergartens—no tuition. Entrance fees...	10.00

Students in regular departments are required to furnish their own books and materials, the cost of which need not exceed \$20 for the entire course. One-half of the bill for books and materials is due on registration. Students in special courses may rent the necessary text-books.

The Entrance Fees include library, locker, and laboratory fees.

All fees are payable on registration. Tuition is payable semi-annually in advance. Should a student leave the College before the close of the term, fees are not returned.

Teachers may enter for courses in manual work, with the addition of one elective subject.

Tuition in this department for six weeks.....	\$15.00
Public School Sewing—6 weeks .....	15.00
Public School Drawing—6 weeks .....	15.00
Public School Music—6 weeks .....	15.00

#### COMBINED COURSES.

Any two of these special courses for six weeks....	\$25.00
Any two of these special courses for twelve weeks..	35.00
Any two of these special courses for twenty-four weeks .....	47.50

### CONDITIONS FOR ADMISSION.

#### KINDERGARTEN DEPARTMENT.

Applicants must be at least eighteen years of age, and must give satisfactory evidence of good moral character. They must pass a physical examination and bring a certificate of health. Those who have completed commissioned high school, collegiate, or university courses are preferred. Experienced teachers, and those holding licenses to teach in the public schools of Indiana within the last three years are not required to pass the Kindergarten entrance examination.

Two classes are formed each year—one in September and one in January.

Students from other Kindergarten Training Classes of good standing are accepted, and credit is given for all lines of lecture and manual work which meet the requirements of this school.

Students who desire to teach in the public schools of Indiana must be graduates of commissioned or certified non-commissioned high schools, or pass the State Board of Examination for undergraduates.

## POST-GRADUATE KINDERGARTEN DEPARTMENT.

An applicant for admission to this department must hold a diploma from this College, or from one of equal standing, and must give evidence of qualifications for the work of supervision and of normal training.

### SPECIAL COURSES FOR TEACHERS IN TRAINING FOR INDIANA STATE LICENSES.

Experienced teachers, who desire to receive professional training with a view to obtaining licenses in Class A, B or C, as provided for under the law of Indiana, must have conformed to the requirements of said law, as printed below:

Note—The Indiana General Assembly of 1906, enacted a law which divides all common school teachers of the State into three classes, known as "Class A," "Class B" and "Class C."

Members of "Class A" are persons that have had no previous experience as teachers; such teachers must be graduates of commissioned or certified non-commissioned high schools, or have equivalent scholarship; must have had not less than twelve weeks' work in a professional school for the training of teachers, and hold a license of not less than twelve months.

"Class B" includes all teachers that have had one year's experience. Such teachers are required to be graduates of commissioned or certified non-commissioned high schools, or have equivalent scholarship; to hold a license of not less than two years; to have had not less than twenty-four weeks' work in a professional school for the training of teachers, and to hold a success grade.

To be a member of "Class C" a person must be a graduate of a commissioned or a certified non-commissioned high school, or have equivalent scholarship; hold a three years' license, or its equivalent; have had three years' successful experience, have a success grade, and be a graduate of a professional school for the training of teachers.

### PURPOSE AND HISTORICAL DEVELOPMENT.

The TEACHERS COLLEGE OF INDIANAPOLIS was organized in 1882, as a Normal School for the training of kindergartners and primary teachers, and to supply a teaching force for the free kindergartens of the city, all of which are under the direction of the Free Kindergarten Association.

Since 1903, the school has occupied the William N. Jackson Memorial Building, which was erected for its use by the Free Kindergarten Association, and which is admirably adapted for efficient work. It is located on high open ground in the northern part of the city. It is substantially built of brick and stone, comfortable, thoroughly sanitary, and completely equipped for all lines of work necessary for Normal training and practice.

The Faculty has been increased to keep pace with the

growing demands upon the school for instruction in methods of teaching in elementary grades, as well as in the kindergarten.

Special classes are organized each year, for giving additional training to those already teaching who may desire better preparation for their professional duties.

### OBSERVATION AND PRACTICE.

Primary classes are conducted in connection with several of the kindergartens; in these the teachers in training may practice under the supervision of experienced critic teachers, who are members of the Faculty. They have ample opportunity for observation in the public schools of Indianapolis, in the free and private kindergartens, and in the model primary school connected with the Teachers College. During the summer term, the graded school of the Indianapolis Orphan Asylum is used for observation. The vacation kindergartens and public playgrounds offer additional opportunities for study of child life.

### COURSES OF STUDY.

The regular curriculum consists of a two-years' course for Kindergartners, Primary and Elementary Teachers, and a post-graduate course of one year for those desiring to become supervisors. In addition to these, opportunity is offered to students desiring supplementary work along any of the prescribed lines.

A fourth year's course leading to degrees in the Science of Education may be taken by such students as give evidence of special proficiency and aptitude. This course will consist of advanced work in Pedagogics, Experimental Psychology, Literature, etc. This course is also for those who desire to do Normal Training Work.

The additional academic work required for those preparing to teach in the public schools of Indiana will be in the hands of experienced instructors.

### REGULAR CURRICULUM FOR KINDERGARTNERS AND PRIMARY TEACHERS.

(1) PSYCHOLOGY AND PEDAGOGICS.—A study of mind, and the laws of mental development, their relation to nerve physiology, and their application to the pedagogics of the kindergarten and elementary grades.

(2) HISTORY OF EDUCATION.—A general survey of the evolution of education from the earliest historic times; its relation to modern methods and ideals. Also special lectures on the life of Frederick Froebel.

(3) FROEBEL'S PHILOSOPHY OF EDUCATION.

—An interpretation of the mother-play, with supplementary readings on child-nature.

(4) GIFTS AND OCCUPATIONS.—A thorough exposition of their history and value, with illustrations of their use, and individual experience in class direction.

(5) STORIES.—Lectures on their sources and values, with special training in their composition and narration.

(6) NATURE STUDY.—In this course attention is directed to the changing phenomena of the seasons as they pass; close observation is made of animal, insect, and bird life; practical acquaintance is gained with trees and the growth of flowering plants and vegetables; suggestions are given as to the beautifying of the school grounds and the home.

(7) VOICE CULTURE.—The course in voice culture will be adapted to the individual student. It embraces correct mode of breathing; correct position of the vocal organs; articulation, pronunciation, phrasing, and correct deportment in the delivery of solo work.

The aim of the vocal classes is to teach the rudiments of music, and the art of singing according to the present methods of teaching music in the public schools. Special attention is paid to rote song and chorus work, and part singing.

(8) SONGS AND GAMES.—Regular practice in kindergarten and primary school songs, games, and rhythmic movements, supplemented by vocal training and gymnastics.

(9) PHYSICAL CULTURE.—I. Exercise in a well-equipped gymnasium, including free-standing movements; fancy steps; use of Swedish apparatus; games of strength and skill; also lectures on the adaption of exercise to the various ages of children; hygiene and physiology. II. In this course mind and body are co-ordinated; the body is considered or trained as the expressive agent of being; exercises are given for developing health, poise, dignity of bearing, good presence, ease of manner, grace, symmetry, etc. A complete line of rhythmic work, including Gilbert Aesthetic dancing, is used for developing finer subtlety in the body. Attention is given to the individual defects with special adaptation to individual needs. Lectures on higher education of the body.

(10) MANUAL WORK.—Drawing, painting, clay modeling, designing, paper folding, paper weaving, and all lines of kindergarten occupation work; also raffia and reed work, bead designing, elementary slojd, and simple lines of constructive work for the elementary grades.

(11) PRIMARY SUBJECTS.—Lectures on language, number, reading, and all primary subjects; co-relation of

the kindergarten and the primary school; adaption of Froebelian principles of education to primary work; nature work, etc.

(12) SPECIAL LECTURES.—Lectures upon subjects of general culture or practical utility, and inspiration to the teacher.

(13) COMMON SCHOOL BRANCHES.—Arithmetic, spelling, geography, and penmanship are taught.

(14) PRACTICE.—Each student is required to practice, under supervision, in the Kindergartens and Domestic Training Schools of the Free Kindergarten system. During the second year, she conducts a primary practice school for a limited term. She has opportunity to work in the Mothers' Department of the Kindergarten districts. Systematic training in the making of kindergarten programs is connected with the practical experience.

### SUPPLEMENTARY COURSE.

Students who have had previous training, and who wish to supplement such work, may enter this course at any time of the school year.

### ACCESSORY COURSES.

#### I. FOR SUNDAY SCHOOL TEACHERS.

The Teachers College now offers a two-years' course of study for teachers of younger children in Sunday Schools. The President of the College gives lectures, accompanied by illustration and practical example, in the skillful presentation of Bible stories and other stories of ethical value; on the choice of suitable pictures and wise explanation of the same; on child psychology, and such kindred subjects as tend to the bettering of Sunday School teaching.

#### II. FOR MOTHERS AND OTHERS WHO HAVE THE CARE OF CHILDREN.

For the aid and guidance of mothers, and any who may have children under their care, a special course has been planned. This will include a study of child nature; of Froebel's principles of education, especially his Mother-Play-Songs; and practical work with such of his Gifts and Occupations as can best be utilized in the child's daily home life.

#### III. A COURSE IN DOMESTIC TRAINING.

This course includes both theory and practice in every detail of housekeeping. Length of term, three months. Students may enter this class at any time during the year.

#### IV. NURSES' DEPARTMENT.

A Nurses' Class will be organized for giving training to the mothers' assistants in the care of their children. The

lessons include instructions on the right kind of plays for the nursery, on occupations, stories, and songs suitable for the little ones.

#### V. PLAYGROUND WORK.

This course comprises manual work, stories, games, and whatever will contribute to efficiency in the conduct of playgrounds for children.

#### VI. SPECIAL SUMMER TERM WORK.

(a.) A comprehensive course in *Domestic Training*, including cooking, sewing, care of dining and sleeping rooms, and whatever belongs to ordinary housekeeping.

(b.) Graduates of other schools, and others who desire to do so, may receive special lessons in *Manual Work*, provided they take also one regular elective subject.

(c.) Lessons in *Vocal Music* will be given to any who may desire such a course.

The coming year an attempt will be made to present to the students of Teachers' College a course in play, such as is given to professional directors of playgrounds. This course is under the direct supervision of Dr. Harriet E. Turner, who is a graduate of the Posse Normal School of Gymnastics, Boston; a member of The American Physical Education Association, and also of the American Medical Association. Dr. Turner's experience has been wide as a teacher of gymnastics, as well as a worker in the organized charities.

There will be courses in Child Nature, Nature and Function of Play, Social Conditions of the Neighborhood, Hygiene and First Aid, Playground Movement, The Practical Conduct of Playgrounds, The Organization and Administration of Playgrounds.

The courses in Child Nature and the Nature and Function of Play are given by the Faculty of the school. The other five subjects will be taught by Dr. Turner.

#### THE DEPARTMENT OF PUBLIC SCHOOL DRAWING

##### FOR THE REGULAR AND SPECIAL COURSES.

An acquaintance with the material used for drawing. Acquaintance with the material used for the Applied Arts.

Landscape work.

The daily observation of, and the making of, landscapes for irregular masses in light and dark, and in color.

The study of trees for name, form and public usefulness.

Free brush work of leaves and flowers.

Pictorial drawing of animals, birds and other animate forms.

Figure drawing for action.

Color notes from Nature, textiles, prints for harmony of color.

Type forms in their relation to object drawings, toys, etc. Simple construction and free-hand perspective.

The study of design for lettering, stenciling, handwork, and other ornamental purposes.

Talks upon Architecture and Applied Arts.

### LIBRARY FACILITIES.

The library, which contains more than two thousand volumes, offers excellent facilities for reference in the various departments of study, and in general literature. Upon request, the librarian of the Public Library of Indianapolis lends to the school whatever additional books are needed for special investigation in any department. A number of standard educational periodicals are taken regularly.

### GYMNASIUM.

In the third floor of the building is a large, well-equipped gymnasium, with dressing-rooms, shower-baths, etc. Exercises in physical training are a regular feature of the course.

### NOTES.

Pupils will be required to dress for gymnastics without corsets or restriction to free movement of the neck, chest, arms, waist and feet. Measurements for dress waist should be taken loosely while the lungs are fully inflated. The weight of all clothing should depend upon the shoulders. Shoes should have low heels, with broad ball and toe measurements.

Bloomers of material like the school dress may be buttoned with the outer dress skirt to the dress waist (made suitable for street wear and loose enough for gymnastics), and the outer skirt removed for gymnastics.

Students of this College are required to study the theory of Domestic Science, and to practice in the Domestic Training School and Slojd Classes, and to work in the Mothers' Departments of the kindergarten districts.

The Secretary will, on application, select boarding places for the students.

Not many graduates of this College are out of employment. Good teachers will find no difficulty in securing positions. The demand is yearly increasing. The association can not obligate itself, however, to secure positions for graduates.

### COURSES OF STUDY FOR ACCREDITED CLASSES.

To meet the demands of those classes which are entered

under the requirements of the new Indiana law, the Teachers College has organized the following courses:

### COURSE FOR TEACHERS OF "CLASS A."

(TWELVE WEEKS.)

Educational Psychology, with special reference to the needs of teachers of graded and district schools.

Observation and Study in Training Schools, both graded and country.

Methods of Instruction, adapted to graded and district schools.

One term's work in any of the common branches or other subjects offered in the course for teachers of "Class C."

Vocal Music, Penmanship, Drawing, or Manual Training.

This course is organized especially for graduates of commissioned or certified non-commissioned high schools who have not taught, and who are, by law, after August 1, 1908, required to have at least "twelve weeks" work in a school maintaining a professional course for the training of teachers" before teaching. Credits made may be applied on any of the courses embracing the subjects pursued in this course.

### COURSE FOR TEACHERS OF "CLASS B."

(TWENTY-FOUR WEEKS.)

Educational Psychology, with special reference to the needs of teachers of graded and district schools

..... Twenty-four weeks

Observation and Study in Training Schools, both graded and country .....

Twelve weeks

Methods of Instruction, adapted to graded and district schools .....

Twelve weeks

History of Education or School Organization and Administration .....

Twelve weeks

Two terms' work in any one or more of the common branches, or other subject or subjects offered in the course for teachers of "Class C."

Vocal Music, Penmanship, Manual Training or Drawing .....

Twelve weeks

This course is organized especially for graduates of commissioned or certified non-commissioned high schools who have had at least one year's experience as teachers, and who are by law, after August 1, 1908, required to have "at least twenty-four weeks' work in a school maintaining a professional course for the training of teachers." Credits made may be applied on any of the courses embracing the subjects pursued in this course.

## COURSES FOR TEACHERS OF "CLASS C."

(THREE YEARS.)

### REQUIRED SUBJECTS.

Arithmetic .....	Twenty-four weeks
Language, Grammar and Composition..	Twenty-four weeks
U. S. History and Civil Government..	Twenty-four weeks
Physiology and Hygiene .....	Twelve weeks
Oral Reading and Literature .....	Twenty-four weeks
Geography .....	Twenty-four weeks
Penmanship .....	Twelve weeks
Educational Psychology, with special reference to grade work .....	Thirty-six weeks
Principles and Methods of Teaching..	Twenty-four weeks
Observation and Practice in Training Schools.....	Twenty-four weeks
School Organization and Administration....	Twelve weeks
History of Education .....	Twelve weeks
Manual Training and School Economics, adapted to all grades .....	Twelve weeks
Vocal Music .....	Twelve weeks
Drawing .....	Twelve weeks
Nature Study .....	Twelve weeks
Physical Culture .....	Twenty-four weeks

### ELECTIVE SUBJECTS.

Latin .....	Three years
German .....	Three years
Algebra .....	One year
Geometry .....	One year
Trigonometry and Analytical Geometry .....	One year
Physics .....	Two years
Chemistry .....	Two years
Botany .....	Two years
Zoology .....	Two years
English and American Literature .....	Two years
History .....	Two years

This course is organized for graduates of commissioned or certified non-commissioned high schools, and others of equivalent scholarship.

A "credit" consists of twelve weeks' successful work in any subject. Thirty-eight credits are necessary for graduation.

At the end of two years' successful teaching after completing this course, the Diploma will be awarded, which is by law equivalent to a life license to teach in Indiana.

# COURSE FOR TEACHERS OF DISTRICT AND TOWN SCHOOLS.

(TWO YEARS.)

Language, Grammar and Composition ..	Twenty-four weeks
Arithmetic .....	Twenty-four weeks
Oral Reading and Literature .....	Twenty-four weeks
Geography .....	Twenty-four weeks
U. S. History and Civil Government ..	Twenty-four weeks
Physiology and Hygiene .....	Twelve weeks
Vocal Music .....	Twelve weeks
Drawing .....	Twelve weeks
Principles and Methods of Teaching ..	Twenty-four weeks
Educational Psychology, with special reference to grade work .....	Twenty-four weeks
Observation and Practice in Training Schools, graded and country .....	Twenty-four weeks
Manual Training and School Economics adapted to all grades .....	Twelve weeks
Physical Culture—Two hours per week ..	Twenty-four weeks
History of Education .....	Twenty-four weeks
Penmanship .....	Twelve weeks
Elective (from other courses) .....	Twenty-four weeks

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## Details of Departments

### ARTS AND CRAFTS.

Drawing, when properly presented, becomes one of the most important factors in the education of the child. It brings the home to the school; makes the workman a philosopher, and opens the eyes of the child to the beauties of nature's secrets.

The teacher needs (1) a knowledge of *composition* for selection and arrangement; (2) a knowledge of the *principles*, for tone balance and relation; (3) a knowledge of *form* for object, animal and life sketching; (4) a knowledge of *design* with which to add beauty to the busy work for the child; (5) a knowledge of *simple perspective*, by which the child learns how he sees the trees or the road in his walks; (6) a knowledge of *landscape*, for the mysteries of night and morning, sunset and noon; (7) a knowledge of *story-telling* for the creative imagination of the child; (8) a thorough knowledge of material possible to be used in the school-room.

### MUSIC.

"Let the child hear music and learn to sing, and let him see the forms of what he has sung and thus learn musical notation."—Foresman.

- I. The song as a basis for musical experience, interpretation and use of voice.
- II. The song as a basis for music sight reading—
  1. Rhythm.
  2. Tone relation.
  3. Metrical values.
- III. Music sight-reading—
  1. Ear training.
  2. Writing music.
- IV. Theory—
  1. Major and minor scales (relatives and tonic).
  2. Intervals.
  3. Triads.
  4. Chromatic effects.
- V. Biography and history—
  1. Famous musicians and compositions.
  2. The orchestra and musical instruments.
- VI. The voice—
  1. Classification.
  2. Its proper use.
- VII. Music, its division into—
  1. Primary grades.
  2. Grammar grades.
  3. High school.
- VIII. Psychology and pedagogy as applied to public school music.
- IX. Chorus and part-singing.  
Books used—The Modern Music Series.

#### ENGLISH.

The first two courses named are required. At least four other courses must be selected by candidates for a diploma from "Class C."

- I. ENGLISH USAGE—A study of the principles governing correct use of English in sentences and paragraphs, together with regular practice in composition writing.
- II. A STUDY OF POETIC ART—The purpose of this course is to develop an intelligent appreciation of literature. It will include study of poetic diction, metrical forms, aesthetic qualities, structural forms, etc. It will be copiously illustrated by selections from English and American authors.
- III. ENGLISH PROSE MASTERPIECES—The material for this course will be selected from the writings of Bacon, Milton, Bunyan, Addison, Lamb, Macaulay, Carlyle, Emerson, Ruskin, Arnold, Lowell, and others.

IV-V. SHAKESPEARE—The plays will be selected with the purpose of gaining an acquaintance with the wide range and the peculiar characteristics of the art of Shakespeare. The courses will be introduced by lectures on the English Drama before Shakespeare.

VI. ENGLISH POETRY from Dryden to Wordsworth, with a study of the nature of the *Romantic Revival*.

VII. Studies in Spenser, Milton and Tennyson.

VIII. Studies in Shelley, Keats, and Browning.

IX. Studies in American Literature.

X. In the Third and Fourth Year Courses, there will be special studies in Homer, Dante, Goethe, and other world-classics.

Note—A view of English Literature in its historical development will be given in connection with the different courses.

### HISTORY.

For the present the work in History will be confined to that of England and America. It will be given by lectures, topical reading, note-books, and papers on assigned topics.

I. AMERICAN HISTORY, from 1492 to 1783.

II. The AMERICAN NATION, from 1783 to the present time.

III. ENGLISH HISTORY, to 1603 A. D.

IV. ENGLISH HISTORY, from 1603 A. D., to the present time.

### BOTANY.

1. Elementary Botany. Morphology of plants; the life history of representatives of the main classes of plants; a careful study of the higher seed-plants, with experimental work in germination and related subjects. Students are expected to collect, identify, and preserve easily accessible forms.

### ZOOLOGY.

The work in this subject will include studies in Elementary and Systematic Zoology, laboratory investigation, and observation of such types of animal life as are within reach.

### GEOGRAPHY.

The work in this course embraces:—

1. A study of the more significant facts of Mathematical and Physical Geography, special emphasis being given to the earth as a heavenly body, its motions, changes of seasons, etc.

2. An intensive study of weather and climate.

3. Commercial Geography; the effects of physical con-

ditions upon the commercial life of nations; methods of production of common articles of commerce; the leading trade routes, etc.

4. Physiography; a study of the origin and development of land forms; the nature of soils; the structure of the earth's crust, etc.

## MATHEMATICS.

The courses in mathematics will include the usual branches of that science which are required in high schools and colleges.

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### Syllabus

#### METHODS IN PRIMARY TEACHING.

- I. The course of study.
  - a. An organization of material from the child's point of view.
  - b. A study of materials from the standpoint of development in the history of the race.
  - c. The relation between the two.
  - d. The teacher an important factor in assisting the child to an organization of his experience.
- II. Discussion of methods in teaching.
  - a. Methods which have been used.
  - b. Motives in teaching.
  - c. Motor activity. Its relation to method.
- III. Discussion of method in special subjects—Language, Reading, Penmanship, Number, History, Geography, Nature Study, Manual Modifying work.
  1. Nature of the subject.
  2. Relation to other subjects—co-relation.
  3. Psychological value.
  4. Practical use.
- IV. Types of lessons.
  1. Development lesson.
  2. Drill Review.
  3. Telling lesson, etc.
- V. Writing of lesson plans.
- VI. Practice teaching.
  1. Observation.
  2. Study of children.
  3. Study of curriculum.
  4. Six-weeks' school-room practice.

#### DIRECTORY OF SCHOOLS AND KINDERGARTENS.

Teachers College, northeast corner of Alabama and Twenty-third streets. (Take Central avenue car to Twenty-third street.)

## FREE KINDERGARTENS AND PRIMARY CLASSES.

Eliza A. Blaker, Superintendent.

Martha B. Criley, Supervisor Free Kindergartens.

Emma Colbert, Supervisor Primary Grades.

Julia Fried Walker, Supervisor of Rural School Observations.

- No. 1. Arabella C. Peelle Free Kindergarten, No. 951 W. Michigan street. Ethelyn Bishop, Director.
- No. 2. Christamore Settlement House Free Kindergarten, 1726 Columbia avenue. Edith D. Surbey, Director.
- No. 3. Mary Turner Cooper Free Kindergarten (colored), No. 957 W. Walnut street. Anna L. Fern, Director.
- No. 4. Wisconsin Street Free Kindergarten, No. 141 Wisconsin street. Alma Mae Beckman, Director.
- No. 5. East Washington Street Free Kindergarten, No. 611 East Washington street. Iva Jordan, Director.
- No. 6. Mayer Free Kindergarten, corner of West and Norwood streets, in Mayer Chapel. Helen Wallick, Director.
- No. 7. Jackson Kindergarten and Model School, William N. Jackson Memorial Building, corner Alabama and Twenty-third streets, a part of Teachers College of Indianapolis. Grace M. Nourse and Edith D. Wachtstetter, Associate Directors.  
Gertrude Hinson—Assistant in Model School.  
Margaret Jones—Assistant in Jackson Kindergarten.
- No. 8. Orphan Asylum Kindergarten, corner of Washington street and Garfield Place. Martha S. Carey, Director.
- No. 9. City Hospital Kindergarten. Director to be supplied.
- No. 10. Day Nursery Kindergarten, 518 W. Vermont. Jeannette Sternberger, Director.
- No. 11. Board of Children's Guardians Kindergarten, Irvington. Pauline Thomas, Director.
- No. 12. Nathan Morris House Kindergarten, 821 South Meridian street. Mary Schell, Director.
- No. 13. Brightwood Free Kindergarten, 2443 Station street. Marion Fitton, Director.

- No. 14. Italian Kindergarten, 312 S. East street. Alice Puddefoot, Director.
- No. 15. Friendly Inn Kindergarten, No. 528 W. Market street. Elizabeth Brewster, Director.
- No. 16. Woodside Addition Kindergarten, corner South-eastern and Temple avenues. Opal Hawkins, Director.
- No. 17. North Indianapolis Kindergarten, corner Rader and Twenty-eighth streets. Josephine McDowell, Director.
- No. 18. Martindale Avenue Kindergarten, corner Twenty-fourth and Martindale avenue. Alice Buchanan, Director.
- No. 19. Wilmot Street Kindergarten, No. 205 Wilmot street. Blanche Kirby, Director.
- No. 20. Riverside Park Kindergarten, No. 1818 Gent street. Pearl Burdg, Director.
- No. 21. Haughville Kindergarten, No. 594 Germania avenue. Helen Brown, Director.
- No. 22. West Indianapolis Kindergarten, No. 853 Division street. Helen Sumerlin, Director.
- No. 23. Columbia Avenue Kindergarten (colored), No. 1544 Columbia avenue. Ada Morris, Director.
- No. 24. 978 W. Washington street. Dora Cordes, Director.
- No. 25. Oxford Street Kindergarten, No. 2435 Oxford street. E. Della Broyles, Director.
- No. 26. Twelfth Street Kindergarten, No. 426 W. 12th street. Edna Brown Fleming, Director of No 26, and Critic of Nos. 23 and 25 Kindergartens.
- No. 27. N. E. corner of Pratt and Dorman streets. Hazel Lapinska, Director.
- No. 28. Fairview Settlement Kindergarten. Edith Raut, Director.
- No. 29. Haughville Slavic Kindergarten. Grace E. De Vere, Director.

Note—The Teachers College took the lead in the Middle West in the introduction of practical Domestic Training, opening its first Domestic Training School in 1889. Within the past eight years the same work has been made a feature of the city public school system of Indianapolis. Therefore, the Association, feeling that it was no longer needed in that field, and that it could expend its means more wisely in other ways, has closed all but two Domestic Training Schools—one for the training of the teachers in the Teachers College, and one for practice in connection with Kindergarten No. 16.









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